

The Effect of using Learning Strategy Mastery in the Collection of the Ninth-Grade Students in the Study of Islamic Education in Ma'an.

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1.Introduction

The educational curriculum considered as one of The main Education Tools in achieving its objectives, it's a tool for interaction between the teacher and the learner; therefore the civilized nations takes great importance to the design process on a sound basis, and to oversee their implementation in adequacy and effectiveness, and evaluation and development processes in scientific methodology, it is considered a matter of national priorities that acquires the most of their attention (the hill et al., 1993).

And the success of the process of implementing the curriculum and learning processes, education, depends largely on the presence of qualified teachers that they able to accommodate the educational philosophy of the educational system and the goals of the community, and the processes of development and modernization of the curriculum; to keep pace with developments and global changes in various fields; and the curriculum needs of strategies for teaching and evaluation; to contribute in the Giving learners' knowledge, attitudes, and skills needed to live in the developed and variable world, and away from the traditional methods of teaching and evaluation.

It is no longer the role of the teacher in this era to indoctrination information, and facts, but its role became prepared for the learning and educational environment , is where the acquisition of knowledge, skills,, values and attitudes being and the educated started to have different thinking skills and the objective educational of Mastery that the modern education seeks to achieve; which required from teachers to realize it; and therefore the development of tactics, and methods of teaching; to keep pace with those objective and variables alrhmh (1987).

Shows Sparks (Sparks, 2000) that the teacher should be able to diagnose students' needs, and understands how to learn every student, and that he should be familiar with the subject under consideration by, and roads that must be used to teach students, and owns stock a wide range of teaching strategies; that can choose what suits them learning educational situation.

And the educationalists indicate to the close relationship between the teacher and teaching effectiveness, and that teaching provides a platform rich with opportunities, which provides the challenge for each student; to discover and invent applications of knowledge; to be used in solving problems, revealing the relationship between generalizations and concepts of realism and uses it, and the effectiveness of teaching keep teacher familiar strengths and weaknesses of the students, and make it able to adjust its strategies in education to suit requested (Selden, 1999).

Sawa See (Sawa1995)that the teacher and teaching should be evaluate based on the appropriateness of the teachers strategies and their impact on learning, and the ability to make optimum use of teaching strategies, and building meaningful class events to teache students' .

2.The Mastery learning

strategy have instrumental in raising the level of student achievement and raise students' abilities to learn the units in the educational content as well as increase the amount of learning for some students. Mari, et al., (1998). ;-Faleh, 2004).

And the mastery learning knews as : a set of multiple educational ideas and practices, and a range of education and evaluation procedures aimed to improving the education provided to students until they reach all of them, or most of them to the level of proficiency of educational material. (Block 0.1976).

The Learning for mastery or what called (learn dexterity) on the main philosophical principle in education is that most students can learn everything offered by the school required level grades if you take into account their interests, and their preceding knowledge , and provide them with good teaching and sufficient time to learn. this philosophical principle is associated with several hypotheses reflected in its entirety regulatory framework, and practical strategy for learning student dexterity, and these assumptions are:

Provide regular tasks working on mastering the learning of students.

learning tasks Formulation in the form of behavioral objectives , working to facilitate the learning and mastery.

Provide the necessary time to learn that its will enable the educated to collect educational material and perfect learning.

primary Evaluation , and Formative , and summative based on the use of appropriate tools its a necessary action to learn the constitution.

Availability of materials, and various teaching aids are able to respond and, in quantity and quality, of student learning, an important factor for good learning and therefore masterful achievement.

Provide the necessary time to learn will enable learners to collect the required level in the material course.

Provides education and rich educational environments Proportionality all of the students working on mastering learning.

Individual learning provides a step towards learning master. Hamdan (1986).

3. mastery Learning components

mastery learning components include as defined by "Carol" opportunity, perseverance and willingness and ability to understand and quality of education, and it is known as "Carol" each one of these components as the following:

4. The opportunity to learn

It is the total time allowed for learning, or provided by the teacher to have his students to learn a specific task.

5. Perseverance

It is the ability to focus, or it is the amount of time that the learner be prepared to spend to learn a specific task.

6. Aptitude

It is about the amount of time needed by the learner to reach the level of perfection under the optimal educational conditions for him its the learner's ability to understand the nature of the material and educated way in which to learn.

The quality of education

Is the degree in which the supply and clarification up and organize the elements of learning material for the maximum of the learner. (Mari ,and others., 1998)

7.Stages of organizing learning Mastery

The learning organization in Mastery learning system three stages are:

Stages of organizing mastery learning:

learning organization being in mastery learning system are three stages :

The first stage: the preparation stage

This stage aims to create all the conditions for master learning objectives this stage include the following actions:

1.Article split into small units of study

formulation the objectives decision Wording

by behavioral and clear specific, measurable and attainment.

2.Determine the concepts and principles that should be the student do in order to achieve all the requirements for the study of each unit and to succeed at it.

3.the development selected models of test questions until the student recognize the pattern.

Prepare more than one final model tests whether the unit or decision as a whole

The use of diagnostic assessment.

Second stage: the actual learning stage

include the following actions:

Study of educational material for each unit to be absorbed.

Use the formative Evaluation in the formative during the learning process, and this is done through the questions and activities delivered in educational material to ascertain the extent of accommodate of each learner basic idea before moving on to learn a new idea.

Third stage: the stage of verification of the perfect learning

It includes the following procedures:

The use of the summative evaluation for each unit of study in final test to make sure of achieve their public goals

Provide students with an alternative learning materials like watching some educational films and television programs.

The use of the final calendar for each unit of study tested the closing to make sure the public to achieve their goals.

Provide students with alternative learning materials as a value to watching some educational films and television programs.

The use of the final calendar for all units of the decision, and discuss their findings in the students after the completion of the study of all units scheduled (Mari, and others in 1998).

8.Features of Mastery learning strategy:

- The setting goals before starting the lesson
- Grade working in groups under surveillance and observation of the teacher to individual needs
- is determined by individual needs and clearly addressed without delay or delay.
- bother strategy of learning Mastery corrective or therapeutic means.
- keen to mastery the previous module before moving on to the next unit.
- tend strategy to build confidence of the learner with each unit mastered.
- learning outcomes strategy Mastery satisfactory.
- You can use the learning strategy Mastery in any material.

Determine the level of Alatqa n:

Differed educators in determining the level of workmanship different educational strategies that have to determine this level. Some select workmanship ratio of 80%, and some select the ratio of 85%, and some select the ratio of 75% (Falih, 2004)

Given the importance of religious concepts in the lives of students in terms of improving their reality, and the composition of their convictions, and the need to prepare teachers of Islamic education and training to draw Islamic concepts and analysis, and benefit from them during the teaching process, and the use of models in modern teaching these concepts need to use learning strategy Mastery in education has emerged to help the teacher in the performance of its role as a facilitator and prompt to learn, and to help the student to learn as commensurate with his abilities and skills, learn abstract religious concepts; requires long periods of time where the student moves gradually with the concept to be learned from the case of mystery to the case of clarity, so that the concept is clear, viable discrimination and specifically, every concept of these concepts, involves a number of characteristics, and attributes its own, and this will be distinguished from other concepts, and when the learner wants to acquire the concept, and learn, it will direct insight into the associated attributes sense and those distinctive characteristics for others, and the more colorful of these qualities, and a variety of learning a concept becomes more easily; because the increase in prescriptions concept and diversity means increasing evidence on the concept and therefore this study was to measure the impact of learning strategy Mastery in the collection of the ninth-grade students in the study of Islamic education in Ma'an.

9.The problem of the study

Researcher noted significant weakness of the students in the understanding of religious concepts due to the use of traditional methods of teaching which was confirmed by the results of tests adjust the quality of education in the Hashemite Kingdom of Jordan during the period (2003- 2010 AD) has indicated the presence of:

The weakness of the students to understand the concepts of Islamic education, and the lack of practical work on the development of thinking and cover art theory (Ministry of Education from 2003 to 2010 m activities). As the use Mastery learning strategy can work to increase student learning the concepts of Islamic education and mastery learning, this study aimed to verify the effect of the use of learning strategy Mastery to collect the ninth grade students of religious concepts.

The main problem of the study the following question :) Is there a statistically significant differences at the level of significance between the mean scores ninth grade students in the mastery of learning the Study of Islamic Education ?

10.The study hypothesis

The study provided a hypothesis: (There were no statistically significant differences at the level of significance between the control group and the experimental group in the test mastering learning in the Study of Islamic Education).

11.Objective of the study

This study aims to detect the impact of the learning strategy Mastery the Study of Islamic education to students in the ninth grade Ma'an.

Importance of the study: The present study derives its importance from it may be useful:

- teachers of Islamic education, and by providing the required instructions and suggestions for teaching content

according to the strategy Mastery learning.

- The Ministry of Education of crew supervisors and specialists need to develop courses to develop abilities and skills and develop the performance of teachers of Islamic education.

12.Procedural definitions:

Learning strategy Mastery: is a group of education and evaluation procedures that aims to at improving the education provided to students until they reach all of them, or most of them to the level of proficiency of educational material and measured test Achievement consists of 25 paragraph of-choice for the student who got 80% proficient in Article educational promise, and include these procedures following steps:

First, determine the educational units, objectives and priority in the investigation and test design and select the desired test performance level of this move is aimed to facilitate learning and teaching both and address weaknesses quickly and easily, and help teachers identify students' errors and provide assistance and the time they need.

Second: Planning for mastery

In this step is developing plans to help the student to achieve the goals and reach the level of proficiency required, these include plans to identify educational activities and related materiel and capable of achieving the objectives of this move is aimed to re-teach each goal for the student who failed to achieve as a result of his original plan educational.

Third: the teaching of mastery:

In this step the teacher selects what students should learn and stimulate the students to learn and provide them with educational materials and submit them to quickly fit each student This phase aims to guide students and introduce them to learning expected of them, and how to learn and to judge their learning.

Fourth, the final evaluation of the mastery:

In this step the teacher checks the perfect learning to apply the final test and corrected and the aim of this stage to judge the performance of students and divided into levels Students who did not reach their performance in this test to achieve the level of workmanship required it can be given in recognition of incomplete or be given in recognition of less than Excellent to reflect this estimate the number of goals that have been achieved as they emerged from their performance in the final test calendar.

Collection: is the amount of change happening with the basic ninth grade students after their studies Study of Education strategy Mastery learning and measured the change Achievement test consists of 25 paragraph. On the student who got 80% proficient to learn promised.

Study of Islamic Education: topics: (Halal and Haram, Islam's care to the environment, jurisprudence, sources of jurisprudence) assessed two Islamic jurisprudence and Islamic system of Islamic education course for ninth-grade core, the academic year 2012/2013.

Basic ninth-grade students: they are students in primary ninth grade at the Education Directorate and Altaam Madras Ma'an in southern Jordan.

13.The study limitations

determined by the results of this study, the following determinants:

First: Human border of this study was limited to a sample of primary schools in the ninth grade students Ma'an.

Second: The temporal boundaries of the study were confined to the temporal duration in the first semester of the academic year (2012-2013).

Third: spatial boundaries limited study on Ma'an schools in the South of the Hashemite Kingdom of Jordan.

Fourth, study the determinants of the study was confined to the tools of psychometric tool study "dramatization text style, and test the moral development of intelligence" Properties.

Fifth: limited study on the topics: (and haram halal, Islam's care to the environment, jurisprudence, sources of jurisprudence) of two Islamic jurisprudence and Islamic system of Islamic education course for ninth-grade core, the academic year 2012/2013.

14.Previous studies

Researcher briefed on a range of studies on the use of learning Mastery including:

Conducted Ropovic , 1975 study aimed to investigate the effect of learning Mastery in the collection of primary and secondary students in the curriculum of social studies content, did not find in his study that the learning procedures to mastery the lead to statistically significant differences with respect to the collection of workmanship and workmanship groups, and study sample consisted of (20) students enrolled in grades six to XIII, has been used for social content curriculum materials in the primary school curriculum and the content of sociology at the secondary level.

He also Crotty (Crotty, 1975) study aimed to investigate the effect of Mastery learning in teaching unit in the history of the world compared to the way the lecture, The study sample included fourteen description of

total (371) educated, and after teaching unit in the history of the world found that learners in the ranks of mastery learning achieved higher grades and are statistically significant in the collection dimensional test, in addition, a number of learners mastery learning obtained at the level of pre-defined proficiency (80%) also scores in the post-test was less diverse than their peers who were educated according to the method of training traditional.

Sharman study (2001) This study aimed to investigate the effect of strategy of perfect learning in the collection of the students basic eighth grade in science and their attitudes also, the study sample consisted of 133 female students from the eighth grade in raising the banner of Ramtha Directorate The results showed the existence of differences statistically significant differences in achievement between the performance of the two groups, and in favor of the experimental group used Mastery learning strategy in teaching, and the results showed a statistically significant differences in the students directions at a level differences (0.05) for the benefit of the group that used Mastery learning strategy, which means that this method had a positive impact in students' attitudes towards science.

Abu sHarikh study (2003)the study aimed to investigate the effect of the use of Mastery learning modalities, and written texts and groups Elzimria in the collection of first-grade students in the secondary material Biography of the Prophet and attitudes towards it. The researcher prepare a study tools, consisting of educational material and the final Ctbar, and achievement test deferred, and a questionnaire to measure trends and study sample consisted of 82 students divided into (3) study the people. The results showed no statistically significant differences between the averages of a group of students learning the way signs Mastery, and the average student group texts written way signs, and the average student group method Elzimria groups signs of achievement post-test, and test grades deferred in favor of the average marks set Mastery learning method, and the results showed no statistically significant on a scale meta-trends differences between the performance of the two sets of learning Mastery and texts started, and for the sake of learning Mastery group, as well as the presence of statistically significant differences between the two sets of written texts and groups Elzimria differences, and in favor of Elzimria groups, while were not statistically significant between the two groups and learning Mastery Elzimria differences.

Zoubi study (2013) aimed to detect the effectiveness of a program based on the learning Mastery to teach recitation in linguistic intelligence and moral development of intelligence to the basic school students and their attitudes towards, study sample consisted of 78 students were chosen purposely from the primary eighth-grade students in Aladrisei School and to achieve the objectives of the study the researcher prepared based educational program on Mastery learning, the adoption of the same units in a decision recitation grade primary eighth, and the results showed that the existing tutorial on Mastery learning has had a positive impact in linguistic intelligence and moral development of intelligence among the experimental group students, as the results showed that the educational program had a positive impact on students' attitudes towards the decision of recitation.

Previous studies have shown superiority Mastery learning strategy:

1. Increase student achievement as a study Abu sHarikh (2003). The study Sharman (2001); (Crotty, 1975)
2. The existence of a positive relationship between Mastery learning strategy and linguistic intelligence and learning strategy Mastery moral intelligence as a study (Zoubi ,2013).
3. A positive trends as a study (Abu sHarikh ,2003, and the study of Zoubi,2013 and study Sharman 2003).
4. As Rubovits study showed 0.1975 that students did not reach the level of performance to the level of proficiency defined by (80%) after their studies using Mastery learning strategy.

This study differs from other studies they addressed topics: (Halal and Haram, Islam's care to the environment, jurisprudence, sources of jurisprudence) of two Islamic jurisprudence and Islamic system of rule of Islamic education, a more Islamic materials invitation to think, it is also different from other studies in that study makes use of more than one strategy in the calendar and the performance as he used a strategy based on performance evaluation and characterized this strategy is a set of characteristics which he considered a direct assessment of the roles as he is in real life or Ahakiha where the cognitive performance and emotional skills and thus derives its credibility and sincerity, which is an evaluation integrated focuses on the evaluation of processes and products, and provides the learner a positive and effective role in the search for information from several sources and processed (trick,2001). Use as teaching strategy based on activities which is one of learning and teaching strategies, based on learning by doing, as real life opportunities available to contribute to the learning self-directed, and are intended to mental or physical effort by the learner or teacher in order to achieve the result of what (the Ministry of Education and Education, 2003).

The method and procedures

The study sample

This chapter includes a description of the method and procedures that have been the choice of the study sample, and tools used, and how to verify the suitability of the students, in addition to the full description of the procedures and the study design and statistical treatments that followed in the analysis of data and extract the results.

The study population

The study population consisted of ninth-grade students in the Directorate of Educational gloss for the academic year 2012/2013 public schools and the number of schools where there is a tenth grade (45) School and the number of members of the study population (900 students):

The sample of the study (80) male and distributed randomly on the two divisions in all of them (40) a student, I studied one strategy learning Mastery while the other studied in the traditional manner.

The study tool

Achievement test concepts

The test was set up as orally an initial, and be one of the (30) was followed by a question and all four options for measuring the perfect learning among students question.

Test show initial as orally nine arbitrators who hold doctoral degrees in curriculum and teaching methods to judge the appropriateness of the activities for the detection of student achievement of religious concepts, good representation of what is meant by the questions; and an insufficient number of tasks for the detection level of learning Mastery when students in the intended study concepts, and expressed their observations Accordingly, was amended based on these observations.

Stability testing

The test was a workout in its final form on a sample of the study population consisted of forty students from non-members of the current study was the analysis of the results of students and keep them, and then re-test after three weeks on the same sample, which has already been test was carried out in its final form, and for the purpose of measuring the test stability has been reliability coefficient paragraphs account by Pearson correlation coefficient between the students marks the first time, and marks the second time, its value was (0.87), indicating that the test has a suitable degree of stability, has to be the test of 25 questions.

Educational material: They are of two types:

First, educational material for learning strategy Mastery

A. analyzed the concepts under study was divided into sub-concepts revolves around each particular idea.

Article split into small units of study

Wording of the decision formulation of behavioral objectives and clear specific, measurable and investigation.

Preparation of a guide or manual for the study of the decision or course material so that it includes the following:

Formulation of behavioral Alohadf per unit der exponentially.

Determine the concepts and principles that Libenge student do in order to achieve all the requirements for the study of each unit and where success.

The development of selected models of test questions until the student to recognize the pattern.

Prepare more than one model of the final tests, both of the unit or decision as a whole

B. has been set up to prepare for each lesson notes, as formulated behavioral objectives, means and methods, activities and calendar, was presented to a number of Islamic education administrators and specialists to make sure the appropriate targets for the level of students' knowledge and appropriate means and activities to be implemented.

Believe educational material:

The presentation of educational material on specialists in Islamic education, and specialists in teaching methods and asked them to study art, and voice their opinions or suggestions, and note how appropriate language to the level of the students, and in the light of the proposals amended some of the paragraphs, and added passages more suitable, even texts become finalized.

Second, educational material for the usual way of learning. Has been prepared according to the following steps:

Analyzed the concepts to be taught. These concepts are derived from the general objectives of the private and the other focused on clarifying the concept, and his explanation.

Allocated for each of these concepts, the concept of private lessons totaling (24) share.

Notes of lessons prepared in accordance with the usual way of learning that depend on dumping. Where he covered all the basic concepts and sub-concepts contained in the subject of the study, also included educational goals formulated in my behavior.

Study design and statistical treatment:

This quasi-experimental study, in which the sample was selected at random. It is based on the fact learning strategy Mastery impact on student achievement of religious concepts.

Independent variable has two levels:

A. learning strategy Mastery.

B. the normal way of learning.

Has promised the group that studied the strategy of learning Mastery experimental group, while promised the group that studied the way the second control group.

The dependent variable is the impact of Strategy learning Mastery to collect religious concepts among students.

And can be expressed in the design of the study as the following:

G1	O1	X	O1
G2	O1		O1
Pre test		post test	

Where:

G1: the experimental group.

G2: the control group.

O1: test collection of religious concepts.

Statistical treatment:

To examine the effect of each of the use Mastery learning strategy routine and the way in teaching, the researcher conducted a test of a tribal is: test collection of religious concepts among students, and re-apply again after the teaching process is finished, were averages and standard deviations for signs of the experimental group students and the control account.

To verify equal experimental and control groups with respect to the index mentioned above, the average student has been calculated on each of the variables in each group, and then use the accompanying analysis of variance (ANCOVA) to compare the averages posteriori, after deducting the impact of tribal exam.

Results of the study and discussion:

Results for the first question: Is there a statistically significant differences at the level of significance between the mean scores ninth grade students in the mastery of learning the Study of Islamic education?

To answer this question has been calculating averages, standard deviations of the performance of the two study groups according to the study the two tools (Mastery learning strategy) compared to the usual way to learn to mastery the Study of Islamic education and Table 1 illustrates this:

Table (1) averages and standard deviations for the performance of the two study groups according Mastery learning strategy compared to the usual way on the post-test grades in mastering the Study of Islamic education.

group	No.	Grade 100	Pretest Mean	s.d	posttest mean	s.d
Experimental	40		28.19	13.753	79.19	14.61
control	40		24.86	13.443	63.26	16.88
Total	80		26.4	13601	70.62	17.86

The table indicates (1) that the arithmetic mean of the experimental group who studied using Mastery learning strategy was the highest, amounting to (79.19) The arithmetic average of the control group members who have studied in the usual way (63.26) and to determine whether the differences between the averages of the two groups were statistically significant study at the level of significance (0.05) was applied accompanying analysis of covariance (ANCOVA) came Results analysis as follows:

Table (2) associated with the analysis of variance (common) for the performance of the two study groups according to the study the two tools (Mastery learning strategy) compared to the usual way to test for the Study of mastering learning Islamic education posttest

Var	Sum.sq	df	mean	f	Sig
Pretest	351.056	1	351.056	1.4	.241
Teach method	4530.2	1	4530.2	18.063	0.000
Error	18810.701	78	250.809		
Total	23692.047	80			

The overall average of 80 The table indicates (2) that the value of (P) for the strategy Mastery learning has reached (18.063) at the significance level (0.000), indicating the presence of statistically significant differences between the average performance of the two sets of differences in study different learning strategy Mastery compared to the usual way on the achievement test (mastering learn Study of Islamic Education) posttest, and this means rejecting the null hypothesis, which states: (statistically significant differences at the level of significance between the control group and the experimental group does not exist in the test mastering learning in the Study of Islamic Education).

In order to find out in favor of any group was the difference has been extracted averages adjusted for the performance of the two study groups according Mastery learning strategy compared to the usual way on the achievement test dimensional (mastery learning) for the Study of Islamic education and Table 3 shows these averages.

Table 3 arithmetic means and standard errors adjusted for the performance of the two study groups according Mastery learning strategy compared to the usual way on the achievement test (mastery learning) for the Study of Islamic education posttest

Group	no	grade	m	St. error
Exp.	40	100	78.91	2.65
Control	40		63.51	2.45

The table indicates (3) that the average arithmetic mean of the experimental group who studied using learning strategy Mastery was the highest, amounting to (78.91), while the mean was for members of the control group who studied in the usual way as it was (63.51) This means that the difference was in favor of the experimental group in learning to mastery the Study of Islamic education.

Mastery outweigh the learning strategy for the following reasons may be attributed:

- The Mastery learning strategy allowed suitable teaching selected topics in educational opportunities, led to the development of higher cognitive abilities of the students contributed to the students' access to the degree of proficiency in learning
- The learning strategy Mastery on the division of educational material to small units marched in the learner cognitive levels of hierarchy has been enriching each of these levels activities led to facilitate the process of interaction between students.
- Effective learning collaborative work contributed to the adoption of a strategy in the exchange of experience and knowledge, which led to the development of thinking among students.
- Involve students in diverse activities led to the students' self-confidence, and access various solutions to the problems they encounter difficulties.
- Provide material sequential manner organization. The pattern is one in almost all its effectiveness, in turn, reflected on the organization of the experimental group students ideas, as the organization of ideas leads to mastering information and access to the desired outcomes.

Recommendations

Depending on the results of the study and its conclusions, can propose the following recommendations:

1. training teachers of religious materials before and during the service on teaching strategies Mastery learning strategy.
2. the attention of teachers and religious materials offer lessons through activities because of the benefit for the students in their ability to collect the development of concepts, and gain positive trends.
3. those who urged the curriculum and activities of the problems contributing to the increase students' ability to think in a scientific way to solve the problems properly correspond with the different stages of their development is included.

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